



CURATING TOMORROW

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Recommendations and views on future work to enhance the implementation of Article 6 of the Convention and Article 12 of the Paris Agreement from the perspective of museums

In response to mandate Decision 15/CP.25, paragraph 3

Process of development

This submission has been drafted in consultation with the co-ordinating group of ECOS, the Education, Communication and Outreach Stakeholders, of which I am a member. A review of activity in museums during 2016-19 was submitted in response to mandate Decision 15/CP.25, para. 2.

Recommendations for the period 2020–30:

The following recommendations are made to help achieve the ambitions of the original UNFCCC Article 6, and Article 12 of the Paris Agreement. Please note that many of these recommendations also support the implementation of Articles 11 and 13 of the Paris Agreement, on capacity building and transparency.

1. The clear need for a new, and modified programme

- A dedicated programme is the most effective way of implementing the UNFCCC, guiding Parties' efforts, but also building capacity for the Convention through participation of a wide range of Non-Party Stakeholders (NPS), as recognized in the ACE decision incorporated into the Paris Workplan/Katowice Package.
- The new programme should have a greater focus and emphasis on action as the basic measure of success, so that the programme is about education for climate action, training for climate action, public awareness for climate action etc.
- The full scope of Article 6 of UNFCCC should be recognized and covered by the new programme, so that the new programme goes far beyond school education and youth, vital as these elements are, but extends to all sectors, is lifelong, and involves learning, collaboration, multisector and multi-stakeholder participation, and changes in behaviour and activity, at all levels, everywhere.
- Action for Climate Empowerment is a prerequisite for a range of agendas that run till 2030, which will not be achieved if ACE is not achieved. There is an urgent need for greater Action for Climate Empowerment, for all.

2. Timeline and milestones

- The new programme for ACE should adopt the ten years from 2020 until 2030 as its time frame, to align with the timelines of the Paris Agreement, Convention on Biological Diversity and the Sustainable Development Goals (SDGs).
- The work programme should be monitored and aligned with national reporting through all available opportunities, e.g. National Voluntary Reviews for the SDGs, reviews of the

SDGs for the High-Level Political Platform, and reporting of progress for Nationally Determined Contributions.

- The work should be clearly phased, working towards concrete milestones that are respectful of local circumstances, but that are aligned with international agreements and science-led findings from IPCC reports.

3. Monitoring, reporting, and incorporation within NDCs

- Clear metrics, of the style as those outlined below should be made widely available to Parties, and to NPS and more widely, as part of the new programme. Parties should encourage those whose work they are responsible for to incorporate these metrics, modified as appropriately to take account of specific or local needs, into their reporting to facilitate a smooth flow of relevant, timely information to meet obligations and to build momentum to achieve NDCs.
- The new programme should give Parties guidance on how NDCs can be effectively structured regarding reporting on contributions to the six elements of ACE, beyond awareness-raising.
- NDCs should incorporate the work of a wide range of NPS in Parties' countries.

4. Wider visibility and communication for capacity building: reach out widely

- The new programme should enhance sharing of best practices widely within and between sectors, and incorporate greater co-ordination between ACE as an initiative and e.g. the SDG Global Festival of Action, to celebrate success, invite greater participation and ambition, and raise awareness of campaigns and initiatives to fulfil the aims of the programme.

5. Goals, targets and metrics: use SDG indicators where possible (see appendix 1)

There is significant overlap between the Sustainable Development Goals, their targets and indicators, and the elements of ACE (relevant targets and indicators are included as Appendix 1). These could be used in the new programme to monitor and enhance activity for ACE at national and subnational/cross-sectoral levels. As all governments have already committed to the SDGs, using them as a framework and aligning ACE with the relevant indicators would be an effective way of enhancing activity and smooth flow of information and reporting. However, the relationship between the two is rather unclear, and the reporting for ACE and the SDGs are completely separate. Using the SDGs helps NPS embed work for ACE into other programmes of activity and to build partnerships with other sectors.

In order to fulfil the commitment that the SDGs 'leave no-one behind', data should be reported following the existing disaggregated methods, to avoid duplication of effort and to draw on existing data sources. Drawing on these existing forms of information gives capacity to the Action for Climate Empowerment programme to focus on action rather than reporting.

6. Learning objectives for Action for Climate Empowerment: use UNESCO's learning objectives for SDG 13 (see appendix 2)

UNESCO's 'Education for Sustainable Development: learning objectives' (2017)¹ provide an excellent framework for Action for Climate Empowerment, and should be incorporated into the new programme and in reporting. They acknowledge that to be effective climate programmes need to incorporate intellectual/cognitive/information aspects, affective/socio-emotional aspects, and behavioural aspects. These, together, represent effective, constructive thinking, feeling and doing that empower people to address climate change. Appendix 2 shows the learning objectives for SDG 13 (Take urgent action to combat climate change and its impacts), although relevant objectives are to be found in a wider range of SDGs. However, the detailed indicator for SDG 13.3.1 and 13.3.2 does not appear to be fully developed, and this should be developed between UNESCO and UNFCCC.

7. Leadership and collaboration, at all levels, everywhere

7.1 General points

- That the new programme and activity align with the Sustainable Development Goals (not only SDG 13, but all SDGs and the overall 2030 Agenda).
- Recognition that ACE is not restricted to youth or education.
- Committed budget for implementation of the new programme, with enhanced resourcing compared to the previous programme.

7.2 Roles of Parties

- Parties play a crucial role in supporting the development and achievement of concrete plans to implement the new programme, involving non-party stakeholders as appropriate to contribute effectively to the new programme.
- A strong, shared commitment from governments, sectors, institutions and individuals will help achieve the ambitions of the new programme in achieving the aims of the UNFCCC and Paris Agreement.

7.3 ACE focal points

ACE focal points can play an important role, and should be supported in the new programme. To build capacity, it would be desirable to develop some kind of similar role or roles for the wide range of NPS listed in the Paris Workplan/Katowice Package, and covering a wide range of sectors, to support ACE focal points.

7.4 Parties to collaborate with other stakeholders to facilitate delivery of the new workplan

- The work of Parties can be accelerated if they work with, or at least recognise the contribution of, a broad range of non-party stakeholders, including those featured in the Paris Rulebook/Katowice Package, namely "regions as applicable, cities, education and cultural institutions, museums, the private sector, intergovernmental organizations, non-governmental organizations, international organizations, decision makers, scientists, the media, teachers, youth, women and indigenous peoples", and they are encouraged to communicate with, build alliances with, and ensure a free flow of easy-to-use and reliable information to and from NPS.
- Greater visibility and recognition of the contribution of a wide variety of non-state actors in the implementation of the new programme, as recognized in the Paris Agreement Rulebook/Katowice Package.

¹ <https://unesdoc.unesco.org/ark:/48223/pf0000247444>

7.5 NPS partnerships

- That international consortia of non-party stakeholders have a key role to play, in promoting awareness of climate impacts across national boundaries, and empathy internationally.
- That international organisations relating to NPS as listed in the Paris Workplan (and not restricted to that list) are encouraged to create concrete plans related to the new programme.

8. Need for up-skilling and confidence-building for NPS

- That easy-to-use educational and information resources are provided for a wide range of non-party, non-specialist stakeholders, focussed on easy changes that people can adopt in their lifestyles, and on raising awareness of the process and progress of climate change policy and action.
- Make these available to a wide range of sectors via e.g. UNESCO, national government departments related to culture, education, higher education, communities and more.
- Guidance on effective, best practice climate change education and awareness programmes to be shared widely, from e.g. CLEAN, NOCCI, Climate Outreach and others.

9. Working with UN Secretariat

- That work continues in the spirit of open co-operation and shared commitment to success that has enabled NPS to participate and contribute to ACE.
- That the new programme is suitably resourced, drawing on finance mechanisms as identified in the SDGs (in SDG 17).
- That further dialogue is developed between UNFCCC, ACE national nodes, NPS, to enhance and accelerate action.
- That the annual Action for Climate Empowerment Dialogues continue, but that there are more opportunities for people to participate via e.g. webinars and live streaming.

Thank you for your attention and the opportunity to make this submission.

Appendix 1. Sustainable Development Goals, targets and indicators relevant to ACE

ACE elements	Relevant SDGs, targets and indicators
Education, training, public awareness, access to information	<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development...</p> <p>Indicator 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</p>
Education, training, public awareness, access to information	<p>SDG 12. Ensure sustainable consumption and production patterns</p> <p>12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p> <p>Indicator 12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>
Education, public awareness, public participation	<p>SDG 13. Take urgent action to combat climate change and its impacts</p> <p>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</p> <p>Indicator 13.3.1 Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula</p> <p>Indicator 13.3.2 Number of countries that have communicated the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions</p>
Access to information	<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</p> <p>16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p> <p>Indicator 16.10.2 Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information</p>
Public participation	<p>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>

	<p>Indicator 16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions</p> <p>Indicator 16.7.2 Proportion of population who believe decision-making is inclusive and responsive, by sex, age, disability and population group</p>
International co-operation	<p>SDG 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development</p> <p>17.14 Enhance policy coherence for sustainable development</p> <p>Indicator 17.14.1 Number of countries with mechanisms in place to enhance policy coherence of sustainable development</p> <hr/> <p>17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries</p> <p>Indicator 17.16.1 Number of countries reporting progress in multi-stakeholder development effectiveness monitoring frameworks that support the achievement of the sustainable development goals</p> <hr/> <p>17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p> <p>Indicator 17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</p>

Appendix 2. Learning objectives for SDG 13

Learning Objectives for SDG 13.
<p>Cognitive learning aspects</p> <ol style="list-style-type: none">1. The learner understands the greenhouse effect as a natural phenomenon caused by an insulating layer of greenhouse gases.2. The learner understands the current climate change as an anthropogenic phenomenon resulting from increased greenhouse gas emissions.3. The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change.4. The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalysing, reinforcing factors for climate change.5. The learner knows about prevention, mitigation and adaptation strategies at different levels (global to individual) and for different contexts and their connections with disaster response and disaster risk reduction.
<p>Socio-emotional learning objectives</p> <ol style="list-style-type: none">1. The learner is able to explain ecosystem dynamics and the environmental, social, economic and ethical impact of climate change.2. The learner is able to encourage others to protect the climate.3. The learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change.4. The learner is able to understand their personal impact on the world's climate, from a local to a global perspective.5. The learner is able to recognize that the protection of the global climate is an essential task for everyone and that we need to completely re-evaluate our worldview and everyday behaviours in light of this.
<p>Behavioural learning objectives</p> <ol style="list-style-type: none">1. The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them.2. The learner is able to act in favour of people threatened by climate change.3. The learner is able to anticipate, estimate and assess the impact of personal, local and national decisions or activities on other people and world regions.4. The learner is able to promote climate-protecting public policies.5. The learner is able to support climate-friendly economic activities.